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ABSTRACT

The status and characteristics of women and people of color in educational leadership and administration are reviewed in order to acquaint readers with significant studies and to provide an overview of the experiences of principals and superintendents of minority status. Studies of educational leadership have tended to be rather limited in scope, focusing on one key variable rather than several variables, the intersections between them, or the entire context in which the leader works. A major theme of the paper is the relationship of social context to the underrepresentation of women and people of color in educational leadership positions. Firm explanations for this continued underrepresentation are still lacking. In terms of advanced training, degrees held, number of years in the profession, and total numbers in the pool from which administrators are drawn, there is no justification for the small numbers of women and minority educational leaders. Research is needed to explore the ways in which gender and race affect the recruitment, selection, and retention process for school administrators. (Contains 73 references.) (SLD)

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